

UNIVERSITY OF CALIFORNIA

DEPARTMENT  
OF  
PHILOSOPHY

GRADUATE STUDENT  
HANDBOOK

SANTA BARBARA

# DEPARTMENT OF PHILOSOPHY

## UNIVERSITY OF CALIFORNIA SANTA BARBARA

This handbook is designed to guide graduate students through the various stages of their studies. The following pages include faculty specialties, an outline of the graduate program and procedures, financial support, rules and responsibilities for graduate student teaching, and placement.

We hope you will find the information useful, and wish you every success in your studies.

Voula Tsouna, Chair  
**Department of  
Philosophy**

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## TABLE OF CONTENTS

Message from the Graduate Advisor	2
Introducing Departmental Administration and Staff	7
Introducing the Faculty in Philosophy	8
Diversity	11
The Graduate Program	12
Admission Requirements	
Master of Arts	
Graduate Division Requirements for the Ph.D.	
Departmental Requirements for the Ph.D.	13
Registration & Other Procedural Matters	17
Registration	
Grades/Incompletes	
Leave of Absence	
Lapsed Status	
Annual Review of Graduate Student Progress	19
Facilities	20
Financial Support	22
Financial Aid Services	
Financial Support of Note	
Teaching Assistantship and Associateship	
Readership	
Need-Based Financial Support	
Other Grants	
Other Forms of Financial Support	
Establishing Residency	
Financial Support Pay-out	
Special Prizes and Opportunities	27
Responsibilities of the TA and the Supervising Faculty	28
Miscellaneous Items	32
Philosophy Club	
Furniture/Household Items	
Transportation	
Placement	
Preparation	33
How to Set-Up a Dossier	
Information on Jobs	
Mailing of the Dossiers	
Billing for the Dossier Service	
Some Final Comments about Securing an Academic Position	38

## MESSAGE FROM THE GRADUATE ADVISOR (rev. 8/14/2006)

We are very pleased that you have chosen our department to pursue your graduate studies in philosophy and extend our heartfelt welcome to you. This handbook has been written with an eye towards answering most of the questions you may have, and I would like to suggest that you peruse it and use it for future reference. I should like to take this opportunity to highlight some of the most crucial items in an introductory way.

### Academic Program

Our graduate program in philosophy has two objectives: to provide you, through course work, with the broad familiarity of a variety of philosophical subjects that you will need to be a well-rounded philosopher and an effective teacher; and to develop your potential as a researcher by giving you an opportunity to do supervised research, culminating in the writing of a doctoral dissertation.

As a norm, your graduate career may be divided into three sequential phases: (a) fulfilling course requirements, (b) passing the Qualifying Paper, and (c) writing the Ph.D. dissertation. The critical "hurdle" in our program is (b). Except in extreme cases, we shall not require a student to leave the program in phase (a); of course we may informally recommend to you that pursuing other endeavors may be the wisest course of action insofar as our particular program or an advanced degree in philosophy is not everyone's cup of tea. Phase (c) is to some extent a matter of perseverance. Phase (b) is our principal screening device where you will either be advanced to phase (c) or be asked to leave our program (normally with an MA).

The Qualifying Paper may be on any topic of your choice and must demonstrate your ability to do original work in philosophy. It can be a paper you have written for a seminar or course but only rarely will an un-revised paper be good enough to meet the standards of a Qualifying Paper. You may consult with faculty during the preparation of a Qualifying Paper, but a successful paper must demonstrate the capacity for independent work. Each student is allowed only two submissions or chances to pass the Qualifying Paper Requirement. Normally students will write the paper after the completion of all course requirements; however, a student may submit a Qualifying Paper any time after enrolling in the program. But, the Qualifying Paper must be passed no later than the end of the first quarter of the fourth year, therefore, it is better to turn the first attempt in by the end of the third year to allow for a second attempt if needed. A submitted Qualifying Paper is read by the entire "ladder" faculty in-residence (i.e., non-visiting Professors, Associate Professors, and Assistant Professors, including acting Assistant Professors). A faculty meeting is convened where your paper is discussed by all ladder faculty members in-residence with those most knowledgeable in the field of your paper normally taking the lead. Upon conclusion of the discussion, a vote is taken and a majority must be in favor of passing the paper in order for you to have passed the Qualifying Paper Requirement. Should your paper not pass, the second attempt may be a re-write of your first attempt or a completely different paper.

Phase (a), the course requirements, is largely designed to assure breadth in your training. You are required to take 14 courses of which one must be logic (Philosophy 284G), three must be in the history of philosophy, three in metaphysics-epistemology broadly construed to include

philosophy of language and philosophy of mind, and two in value theory broadly conceived to include ethics and social and political philosophy among others. Of the 14 courses at least 5 must be graduate seminars. No more than one Independent Study Course (PHIL 596) can be used to satisfy the 14 course requirement, and the content of such an Independent Study must be substantially different from that of other courses taken to satisfy the requirement. The normal course load is 12 units (or three seminars and courses combined) per quarter; if you are TA-ing, you will normally only take two courses or seminars (in addition to 4 units in apprentice or TA training). As a result, you will normally complete your course requirement of 14 courses by the end of the Fall Quarter of your third year.

During phase (a) you will want to be thinking, eventually, in terms of the area of your Qualifying Paper, and especially in your second year, selecting some of your courses accordingly. As a result, it is urged that you complete your logic requirement during your first year and that good progress be made during the first year towards completing the distribution of courses that are required. The logic sequence PHIL 283/284 is offered only once a year, and while only 284 is required, it may prove difficult to take 284 unless you are acquainted with the deductive system that is introduced in 283. As a result, you may want to take or audit 283; if you take 283 for credit, it will count towards the 14 course requirement. Not all courses are offered every year and content of seminars change every year. It may therefore be wise to take any course or seminar that you are interested in when it occurs. You should also be aware that during some quarters only two seminars are offered; thus you are likely to have no choice if you postpone the seminar requirement to the very end.

As part of your preparation for the Qualifying Paper, you may want to take one or both of the following two kinds of Independent Study courses (PHIL 596): (i) Clearly, not all students will have written a paper for a course or seminar which they could revise and expand for a Qualifying Paper. If you feel that your course work has not yielded, and is not likely to yield in the future, a term paper that could serve as the basis of a Qualifying Paper, you might be well advised to arrange a 596 in an area that you think will yield such a term paper. (ii) Since term papers are often "thrown together" during the last few weeks of a term, they may not provide sufficient training in writing an extended original paper of the sort of quality and length (not exceeding 10,000 words, including introduction, footnotes and appendices) required by the Qualifying Papers. It may therefore be advisable to attempt to write such a paper under the close supervision of a faculty member in an Independent Study course. The success of such a learning experience depends very much on your being able to locate a faculty member whose other duties allow him or her to meet with you often during the term to discuss the drafts you will be submitting. Recall, an Independent Study Course can count for the 14 course requirement only if its content is substantially different from that of any other course used to satisfy that requirement. Thus, if you use a 596 of type (ii) to rework a previously written paper, it will be in addition to the 14 course requirement.

Upon completion of your course requirements, you must immediately proceed to the Qualifying Paper by enrolling in PHIL 597 unless you use option (ii) discussed in the last paragraph, and that option can only postpone writing the Qualifying Paper for one quarter. Prior to registering for Philosophy 597, you must submit a short topic proposal of about one page, and have discussed it with at least one faculty member. To remain in the Ph.D. Program, you must have passed the Qualifying Paper Requirement by the end of the first quarter of your fourth year.

The oral examination is sufficiently discussed in this handbook; its main function is to help the student to get a good start on the dissertation. The dissertation itself should be self-explanatory. However, students should be aware that within six months of advancing to candidacy a student must submit to his or her committee a dissertation proposal or a chapter of the dissertation; eligibility for further financial aid is contingent upon the committee as a whole finding the proposal or chapter to be acceptable.

### Some Procedural Matters

Until you pass the Qualifying Paper Requirement, you need to have the courses you plan to take approved. Before registering (by GOLD), a Course Approval Form must be completed and signed by me; failure to do this will result in your being "unregistered" from all your courses.

Three times a year, you will be asked to make an appointment with me so that we can fill out the Course Approval Form and discuss your academic progress. Beyond making sure that you are completing your course requirements in a timely manner, at these individual meetings we shall discuss the evaluations you received from your instructors. For each course you take, your instructor files a short narrative evaluation of your performance. These evaluations are not directly available to you and I shall use the meetings to summarize the evaluations you have received for your course work. Going over all your recent evaluations is often useful in spotting patterns of strengths and weaknesses. [We use these semi-confidential evaluations in part because some of us can be reticent in saying negative or overly laudatory things directly to students; it can also happen that the narrative evaluations are more revealing than grades insofar as grading practices can differ from instructor to instructor.]

Towards the end of each academic year, the entire ladder faculty meets to discuss the performance of all graduate students; while in most cases no particular recommendation emerges, if such a recommendation beyond that normally communicated by the graduate advisor emerges, I shall meet with you to communicate the recommendation.

It should be evident from what has been said that we need a way in which we can reach you to set up appointments, make announcements, etc. **Please make it a habit to read all paper and e-mail memos and information put in your mailbox and to respond, as needed, in a timely way.**

### Financial Aid

While there are a sources of financial aid listed in this handbook, the major sources of financial aid are fellowships and Teaching Assistantships administered by the department. By and large we use fellowships to recruit first year students and to support one quarter of dissertation work towards the end of the student's career; TA-ships are used to support strong students in the intervening years. Given this division of financial aid, while fellowship applications from all students will be considered, we give decided preference to incoming students and students writing dissertations. This preference is not quite as decided for certain fellowships administered by the Graduate Division. It should also be noted that certain forms of financial aid administered by the Graduate Division have different application deadlines and that all forms of aid from the

Graduate Division require filing a FAFSA form (or an equivalent form for International Students).

To compensate for the preference given to incoming students in the allocation of fellowships, the department normally chooses TA's from the pool of students who have completed at least one year of graduate study at UCSB. In awarding TA-ships, two factors are considered: (A) the student's priority group (in terms of number of years in residence and the number of years of financial support received) and (B) the student's performance in the program relative to other members in the same priority group.

(A) Understand, for example, a "third year student" to be a student in his or her 7th, 8th, or 9th quarter of residence and understand "4 years of support" as 12 quarters of support. The priority grouping is:

- I: 2nd, 3rd, and 4th year students. (Top priority.)
- II: 5th year students with less than 4 years of support.
- III: 5th year students who have had 4 years of support.
- IV: Students who are beyond their 5th year whether or not they have received 4 years of support. (Lowest priority.)

Group IV students have exhausted their financial aid and will be appointed as a TA or an Associate only for the convenience of the department. (An Associate teaches a course on his or her own.) Group III students have also exhausted their financial aid but in case of exceptional merit, they may be eligible for one or two more quarters of support. Group II students will be eligible for up to two quarters of support if this does not deprive any Group I student of support.

(B) Whether it be a fellowship or TA-ship, the primary criterion of an award is academic promise attested to by grades, letters of recommendation, and narrative evaluations of courses by instructors or the dissertation supervisor. Fellowships are awarded solely on the basis of academic promise. In the case of TA-ships, some consideration is given to performance as a TA; in particular, the possibility of re-appointment as a TA will be severely jeopardized by failure to carry out responsibilities of a TA as well as performance which would be characteristic of failure to put good faith effort into one's teaching. However, whenever possible, the department follows its normal practice of re-appointing TA's who show evidence of having put a good faith effort into their teaching (as long as they belong to Priority Group 1). This practice, as well as the fact that some TA-ships have been guaranteed (by three-year financial aid packages offered to incoming students) has an obvious consequence: the first TA appointment is the most difficult one to get. We have weighed the pros and cons of having an open competition for TA-ships every year. However, in the end, we have decided that too much insecurity would be created if a TA has to worry each year whether or not his or her TA-ship will be renewed for the next year; hence, any students in Priority Group I are given preference to re-appointment over initial appointment. Finally, in the case of TA appointments, it should be noted that in some cases the final decision may not be forthcoming until the summer if the Provost's allocation of TA-ships to our department occurs late. It should also be noted that in some years we may be able to offer

only two quarters of support.

Student employment is limited to 50% time (15-20 hours per week). If this time limitation causes an undue hardship on either the student or the department, the chair or graduate advisor may ask for an exception up to a maximum of 75% time for total combined UC employment. Students on F-1 visas may not work over 50% time during an academic quarter. (Students may work 100% time during summer.) However, if anyone exceeds 80% time for a quarter, they are subject to DCP and Medicare taxes; and their pay may end up being less than working for 80% time or less. Students who work in the summer will be subject to DCP withholdings.

A major expense for students who are not residents of California is the out of state tuition – over \$14,700 for 2005-06. If you are a citizen or a permanent resident of the United States from outside California, it is normally possible for you to establish California residency within one year. If you are in this category, please be sure to take the steps towards establishing residency.

The matter of financial support is a very difficult one -- we wish we had more to offer but our funds are unfortunately limited. We often have to make difficult decisions, and with hindsight we sometimes recognize that we could have made better decisions. I ask for your understanding on this difficult matter in the years to come.

I would like to close this message with my personal hope that we can establish a sense of a philosophic community on this campus. I hope you will attend our outside speakers program, the dinners afterwards, and other social functions our department may have. Please use our lounge and whatever opportunities that may arise to get to know each other. Please feel free to talk to me or to anyone else on the faculty on how student/faculty relations could be made better and how we can enliven our philosophic community.

Finally, if for any reason you wish to talk with me and cannot find me on campus, please e-mail me at [cmcmahon@philosophy.ucsb.edu](mailto:cmcmahon@philosophy.ucsb.edu). I hope your stay here will be productive and pleasant, and I look forward to getting to know you well in the coming years.

Christopher McMahon



### **INTRODUCING DEPARTMENT ADMINISTRATION AND STAFF**

The Chair of the Department is Professor Voula Tsouna (telephone 893-3990). She has final responsibility for all matters relating to the department. She has full authority in matters of course scheduling and appointments of TA's, Associates, and all temporary (non-ladder) faculty, though she usually consults with the department. In all other matters, it is the chair who recommends actions to the campus administration (though in most instances she is required to consult the ladder faculty and represent their views). The chair is appointed by the Provost of the College of Letters and Science.

The Graduate Advisor, Professor Christopher McMahon, is the official faculty representative of the Graduate Dean in matters affecting graduate students or graduate programs in the academic departments. The Graduate Advisor is an administrative appointment, made by the Dean of the Graduate Division, separate from the department chairperson, the department, and the Academic Senate. The Graduate Advisor's signature is the only department signature, other than the chairperson's, recognized as official on forms and petitions presented by graduate students. It is the Graduate Advisor who evaluates and approves students' course of study, advises them on advancement to candidacy, considers their petitions to add or drop courses, to waive or substitute requirements, and to take leaves of absence or lapsed status, etc. The Department Graduate Program Assistant works closely with the Graduate Advisor.

The Department Placement Officer (Professor Matthew Hanser) is the faculty person in charge of activities related to assisting students in finding academic appointments upon the (near) completion of the Ph.D. program. The Placement Officer assists the students in preparing the dossier, makes department recommendations for positions advertised by the American Philosophical Association (APA) bulletin ("Jobs for Philosophers") and other listings, and attends some APA meetings to provide on-site assistance to students seeking interviews at APA

meetings. The department Graduate Program Assistant works closely with the department placement officer and is in charge of the actual preparation and forwarding of dossiers.

The Department Management Services Officer is Kathryn McKinney (telephone 893-3121). She is in charge of all administrative and financial matters relating to the Philosophy Department Office. She is the staff member who works most closely with the Chair of the department.

The Department Graduate Program Assistant is Rosie Conaway (telephone 893-3122). She provides administrative and clerical support for the graduate program. Assisting in the coordination of the admissions process, she is often the student's initial contact in the department. She assists the Graduate Advisor in monitoring students' progress toward their degrees, and provides information about department and Graduate Division policies and procedures.

The Department Undergraduate Assistant is Jessica Holmes (telephone 893-3122). She provides administrative and clerical support for the undergraduate program, orders textbooks and office supplies, types course descriptions, processes grades, and is the person to see to arrange for pre-paid copying for personal use. She works 8:00 a.m. to 5:00 p.m.

The Department Computer Resource Specialist is \_\_\_\_ (to be hired) \_\_\_\_ (telephone 893-3122). This staff member is in charge of the computers, reserve materials for graduate courses, the department library, department teaching evaluations, exam typing, and course material duplicating. **Please report all department computer software and hardware problems to the office**, so that repairs can be made as soon as possible.

It should be noted that the Management Services Officer, the Graduate Program Assistant, the Undergraduate Assistant, and the Computer Resource Specialist all perform a variety of duties, many of which are not described in this manual. Please be understanding of this when you seek their assistance.

## INTRODUCING THE FACULTY

Below is the current faculty in Philosophy at UCSB. In addition to a brief description of their research interests, you will find a selection of their publications to indicate their range of interests.

### THE FACULTY IN PHILOSOPHY

C. ANTHONY ANDERSON, Ph.D., University of California, Los Angeles  
Professor (*logic, metaphysics, epistemology*)

Most of my work has been in the field of philosophical logic, especially intensional logic, and on related topics in the philosophy of language. My main project has been the search for a theory of attributes, propositions, and concepts. In effect, I am trying to formalize Plato's Theory of Forms so as to meet present day standards of rigor. At bottom I am intensely interested in the traditional, the really traditional, problems of philosophy: What are the fundamental categories of reality? What is the nature of abstract entities and our knowledge thereof (if any)? Does God exist? Are there such things as ethical facts? Hence my excursions into philosophy of religion, epistemology, and the theory of value, and my commitment to using the best available logical

tools to attack the problems.

ANTHONY BRUECKNER, Ph.D., University of California, Los Angeles  
Professor (*epistemology, philosophy of language, metaphysics, Kant*)

Most of my research has been connected in one way or another with the problem of analyzing and attempting to refute Cartesian skepticism about knowledge of the external world. I have written on, and remain interested in, the following related topics: the deductive closure principle, transcendental arguments in Kant and in contemporary writers, theories of epistemic justification, the realism/anti-realism debate, anti-skeptical arguments from externalism about meaning and the content of mental states (as in Putnam and Davidson), the compatibility of such externalism and self-knowledge, the nature of self-knowledge, and skepticism about knowledge of meaning and content. I have also written a bit on personal identity and the metaphysics of death. I have, as well, an ongoing interest in philosophy of language and the metaphysics of free will.

KEVIN FALVEY, Ph.D., University of Minnesota  
Associate Professor (*philosophy of mind, philosophy of language*)

Modern philosophy has inherited from Descartes a picture of the mind as an inner realm the facts concerning which have no essential connection to the goings-on in the natural and social world we inhabit. In my opinion, the principal elements of this picture persist even in contemporary materialist theories that feature the brain (rather than an immaterial substance) in the starring role. However, there is a tradition of loyal opposition to the Cartesian doctrine, represented above all by Wittgenstein, but including also -- in at least some of their moods -- Sellars, Putnam, Davidson, Burge, and McDowell. These are the philosophers who have most influenced me. Much of my work has been on the special epistemic authority carried by first person ascriptions of belief, intention, and other propositional attitudes, which I see as emerging from the roles such ascriptions play in the social practices of making and justifying claims about the world. More generally, I am interested in ways of seeing our commonsense intentional discourse as primarily normative and interpretive, rather than as comprising a primitive ("folk") scientific theory of behavior.

MATTHEW HANSER, Ph.D., University of California, Los Angeles  
Associate Professor (*ethics, theory of action, philosophy of mind*)

My current research focuses on moral philosophy, the philosophy of action, and the connections between the two. Among the questions that have interested me are: What is the difference between making something happen and allowing something to happen? What is it to do something intentionally? And what is the moral significance of these notions? I teach on a broad range of topics, including early analytic philosophy and ancient philosophy.

THOMAS HOLDEN, Ph.D., University of North Carolina at Chapel Hill  
Assistant Professor (modern philosophy)

My work is mainly in the history of early modern philosophy, particularly the epistemology, metaphysics, and philosophy of science of the period. I'm fairly omnivorous within this area, but figures of special interest include Hobbes, Bayle, and Hume. My recent work has centered on problems in the theory of matter, and my book *The Architecture of Matter: Galileo to Kant* (Oxford University Press, 2004) is an interpretation of the early modern debates over the paradoxes of material structure, and covers issues to do with composition, atomism, and infinite divisibility. I locate the underlying philosophical issue behind these debates in the tension

between the program of the geometrization of nature on the one hand, and the early moderns' actual parts ontology on the other. Other areas of research interest include the seventeenth century controversies over the authority and bounds of reason, political philosophy, and the philosophical history of atheism. Philosophical heroes: Aristotle, Montaigne, Bayle, Leibniz, Hume, Walter Shandy, Russell, and Quine.

CHRISTOPHER McMAHON, Ph.D., University of Pittsburgh  
Professor (*moral philosophy, political and social philosophy*)

Although my philosophical specialty is analytic moral and political philosophy, my interests are fairly extensive, including both the history of philosophy and contemporary continental philosophy. My principal current project is a study of collective rationality and collective reasoning. I am also interested in how deontological ethical theories (those that deny that the moral evaluation of actions is a function of the goodness or badness of the consequences alone) might be justified. I have published a book on authority and democracy that explores the idea that the traditional task of political philosophy, justifying the authority of governments, must be broadened to encompass justifying the whole system of authority found in contemporary society - including, in particular, the authority of the managers of corporations.

MICHAEL RESCORLA, Ph.D. Harvard University  
Assistant Professor (*philosophy of language, philosophy of mind, philosophy of psychology, logic*)

My research lies mainly in philosophy of language, philosophy of mind, and philosophy of psychology. My work in philosophy of language focuses on two issues: the nature of assertion, and the question of how meaning arises from our use of language. My work on philosophy of mind and psychology centers on the nature of representational content; I explore various kinds of non-propositional representational content, such as that possessed by cognitive maps. I am also interested in the relation between language and thought. I hope eventually to develop a view according to which propositionally contentful mental activity is constitutively connected to linguistic practice.

NATHAN SALMON, Ph.D., University of California, Los Angeles  
Professor (*philosophy of language, philosophy of logic, metaphysics*)

My work pursues especially perplexing issues and problems in metaphysics through the investigation of language. My first book, *Reference and Essence* (Princeton University Press and Basil Blackwell, 1981), deals with a nest of issues in an area of overlap between the philosophy of language and metaphysics. My second book, *Frege's Puzzle* (Ridgeview, 1986, 1991), belongs more squarely in the philosophy of language, and indeed, directly addresses what many regard as the central problem in the philosophy of language, but it has also led to a number of projects touching on topics in metaphysics, the philosophy of mind, the philosophy of psychology, epistemology, the philosophy of logic, and the philosophy of mathematics. Many of these issues are discussed in a collection I co-edited, *Propositions and Attitudes* (Oxford University Press, 1988). I am currently working on the problem of personal identity, as well as a host of problems and issues raised by names from fiction and other non-referring terms.

VOULA TSOUNA, Ph.D., University of Paris X, France

Associate Professor (*ancient philosophy*)

My work is in the area of ancient Greek philosophy, specializing in Socrates, Plato, the Socratic schools, and Hellenistic Philosophy. My first book is a critical edition with translation and commentary of Philodemus, "On Things to be Chosen and Avoided," a text of late Epicurean ethics. My analysis focuses on the topics of rationalism, attitudes towards superstition and the fear of death. I discuss the contribution of late Epicureans to practical ethics and explain its philosophical interest. My second book is an interpretation of the epistemology of the Cyrenaics, a Socratic school active in the Classical and Hellenistic periods. I argue that the subjectivism of this school in some ways pre-announces modern positions and that its skepticism comes close to modern skepticism about the external world. Among the topics I examine are the relation between the mental and the physical, the authority of first-person reports, skepticism towards the empirical world and towards other minds, and the relations between relativism and skepticism.

BURLEIGH WILKINS, Ph.D., Princeton University

Professor (*philosophy of history, political philosophy, philosophy of law*)

I am interested in political and legal philosophy. I am interested in Rawls' theory of justice and the problem of how fair rules of social cooperation are possible under conditions of pluralism. I also have an interest in certain problems in international law and ethics. I have read papers at the International Law and Ethics Conference Series on trials for war crimes, ethnic reconciliation, secession, and humanitarian intervention.

AARON ZIMMERMAN, Ph.D., Cornell University

Assistant Professor (*philosophy of mind, epistemology, action theory, moral psychology*)

My current research is focused on introspection and the unique access we each have to our own thoughts, feelings, experiences, beliefs, and intentions. My dissertation, *Directly in Mind: An Account of First Person Access* (2002) is an attempt to explain the immediate access we have to our own beliefs and desires, and I am currently trying to extend this account to cover our knowledge of our own sensations and perceptual experiences. Self-knowledge is a topic that overlaps a number of traditional philosophical disciplines, so my research has led me to examine central questions in epistemology (What should I believe?), philosophy of mind (What is a belief?), moral psychology (What should I do?), and action theory (What is a free action?). I also have a continuing interest in scientific psychology, and the relation between it and common sense (or "folk") explanation of cognition and action.

## DIVERSITY

The Department of Philosophy has a policy of diversity, directed to all pertinent aspects of a student's career. The Department Affirmative Action Officer (Professor Thomas Holden, 893-2481) may be addressed for information or help. Also, each faculty member is committed to special effort in this area.

Department policy is to provide information and advice, where requested, in such matters as admission, tutorial aid, curriculum planning, finances, etc. In any of these matters the department will also, if requested, either assist in seeking appropriate aid or, where feasible, provide it directly.

Study groups oriented to women or minority issues in the context of Philosophy are supported by the department in order to accommodate those who choose to participate. The scheduling of such study groups is dependent on the interests of students and faculty members who may want to lead such groups. When such a study group is scheduled, the department is neutral as to whether an individual student chooses to participate or prefers not to do so.

The department encourages under-represented students to apply to our graduate program. In addition to general campus fellowships and the Department's Church Fellowships, special fellowships are available for targeted students. For further details there is a complete list of fellowships on the Graduate Division's Web site at [www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu). The campus also provides full services to inform, aid and counsel under-represented students and applicants.

## THE GRADUATE PROGRAM

### Admission Requirements

Normally, the completion of an undergraduate major in philosophy, a 3.0 upper division and major GPA, good GRE scores, and strong letters of recommendation are minimally required for admissions. Various additional factors enter into admissions decisions, and among them is the goal of pursuing graduate education in a predominantly analytic department and the promise for research in analytic philosophy as demonstrated by the writing sample.

### Master of Arts

The graduate program in Philosophy is a Ph.D. program. Only in special circumstances will the department accept students whose aim is limited to earning the M.A. degree. In addition to the Graduate Division requirements, the master's degree candidate will take courses so that the total course work will satisfy the Course and Seminar Requirements of the Ph.D. program. Graduate Division thesis and examination requirements under Plan I and Plan II may be satisfied as follows:

- PLAN I:     (a)     A Qualifying Paper, as specified in the Ph.D. Program requirements, which is passed at the Ph.D. or M.A. level.
- or       (b)     An M.A. thesis. [Students who have dropped out of the Ph.D. program and wish to write a thesis must obtain the permission of the department chair and graduate advisor.]
- PLAN II:     A Comprehensive examination in a major area of philosophy, administered by a committee selected by the graduate advisor. [Students who elect to take the M.A. Comprehensive examination must withdraw from the Ph.D. program.]

### Graduate Division Requirements for the Ph.D.

All doctoral students must conform to the regulations and requirements of the Graduate Division, including the following:

1.     Students in doctoral programs must spend at least six regular academic quarters, exclusive of summer sessions, in residence on the UCSB campus. Three consecutive quarters of residence must be completed prior to taking the Ph.D. oral qualifying exam (described below).
2.     Students must register continuously for all regular quarter sessions until the requirements for the Doctor of Philosophy degree are fully completed, including the dissertation. However, leave of absence may be approved under extraordinary circumstances, defined by the Graduate Council to include: documented medical difficulties which would reasonably inhibit graduate studies; family emergencies of an unusual and unanticipated nature; and circumstances beyond the student's control that originate within the University. Students who are neither registered nor on an approved leave of absence become lapsed

and lose all status and privileges as students, cannot hold fellowships or other forms of financial support, and for lapses of longer than three quarters must apply for readmission or reinstatement and, where applicable, re-advancement to candidacy.

Students are not eligible for student health insurance for any quarter in which they lapse in registration. However, a student on approved leave of absence may elect to pay for student health insurance by sending a check for the premium amount along with a copy of the approved leave of absence form directly to the insurance company to continue the policy.

3. The normative time for the Ph.D. in Philosophy is 6 years. This is the time span in which the Ph.D. program should normally be completed and no fee offsets for students who have advanced to candidacy (discussed under Financial Aid) can be awarded once the normative time has been exceeded.
4. Students cannot be advanced to candidacy until all course requirements are completed, all incomplete grades are removed, the Qualifying Paper is passed by the department, and the oral qualifying examination is accepted by the advisory committee. An "Advancement to Candidacy" fee of \$65 is also required by the Graduate Division.

#### Department Requirements for the Ph.D.

Students enrolled prior to Fall of 1994 may satisfy their requirements by the requirements that were in effect at the time of their initial enrollment (with the Qualifying Paper Requirements adjusted to the requirements set forth below) OR by the requirements stated below. All students starting in Fall of 1994 or thereafter are governed by the following requirements.

#### 1. Course Requirements

A total of 14 graduate courses and seminars must be taken (for letter grades, not S/U) and these courses must be distributed as follows:

- (a) PHIL 284 (Intermediate Modern Logic).
- (b) At least five seminars.
- (c) At least three courses in the history of philosophy.
- (d) At least three courses chosen from: metaphysics, epistemology, the philosophy of mind, and the philosophy of language.
- (e) At least two courses from: ethics, social and political philosophy, and value theory (broadly construed).

Requirements (c)-(e) may be satisfied by either seminars or lecture courses listed as graduate courses. A given course may be used to satisfy at most one of the requirements (c)-(e).

A student may be exempted from requirement (a) by passing an examination (given only at the time of entrance into the Ph.D. Program) designed to demonstrate training in logic equivalent to that provided by 283G and 284G.

A maximum of one Independent Study (PHIL 596) course may count towards the 14 course requirement provided that the content of the independent study does not significantly overlap the



content of any other course used to satisfy the 14 course requirement.

Undergraduate courses will not count towards the 14 course requirement. Graduate students may be allowed to take undergraduate courses, but only in their first year and only on the recommendation of the graduate advisor, with the permission of the Instructor.

Students who pass the Qualifying Paper Requirement (see below) prior to completing their course requirements must complete the course requirements by the end of their third year.

## 2. Qualifying Paper

A student must write a successful Qualifying Paper of **at most 10,000 words, including introduction, footnotes and appendices**. The paper is to be an original work and should present a philosophical thesis and defend it by argument. A successful Qualifying Paper is a paper that is judged by a majority of the faculty to demonstrate the ability to write a successful dissertation. The faculty in-residence will meet at the end of each term to evaluate the papers submitted that term. To be eligible for consideration in a given term, a paper must be submitted by the end of the ninth week of the term. Any paper written while its author was a student in the graduate program may be submitted as a Qualifying Paper, and the paper may be submitted at any time after enrolling. However, a student is allowed no more than two submissions (that is, two chances to pass). Except for the rare student who writes a successful Qualifying Paper prior to the completion of the course requirements, the following regulations apply:

- a. Upon completion of the course requirements (or the completion of an Independent Study Course (596) approved by the graduate advisor for the term after the completion of the course requirements), students must register in PHIL 597 for the purpose of writing a Qualifying Paper.
- b. Though the choice of topic for the Qualifying Paper is not subject to formal approval, prior to registering in PHIL 597 a student must submit a short topic proposal (of about 1 page) and the following statement which is signed by at least one faculty member: "I have discussed the suitability of this topic proposal and the student's qualification in the proposed area."
- c. Students must form a Qualifying Paper oral defense committee consisting of a **minimum of three ladder faculty members from the Philosophy Department at UCSB**, one of which will be the director or chair of the committee. Non-ladder faculty members can serve as a fourth member of the committee without separate approval. Notify the graduate program assistant of your committee members.
- d. Students must write a successful Qualifying Paper upon completion of the second quarter in which they are enrolled in PHIL 597 or by the end of the first quarter of their fourth year -- whichever occurs earlier.

The following additional points should be noted concerning the Qualifying Paper:

- a. While a term paper written for a course may be submitted as a Qualifying Paper, only rarely will an un-revised term paper be good enough to meet the standard the faculty applies in evaluating Qualifying Papers. Thus it will be advisable for most students who want to submit a term paper as a Qualifying Paper to revise and expand it. Normally, this is done by registering for PHIL 597 upon the completion of the course requirements.
- b. Students who do not feel that their course work has yielded, or is likely to yield in the future, a term paper that could serve as the basis of a Qualifying Paper are encouraged to arrange as one of their 14 courses in independent study course (PHIL 596) in an area that they think will yield such a term paper. Such an independent study course must have a substantially different content from other courses the student has taken. Any independent study course used for reworking a previously written term paper prior to registering in PHIL 597 would be in addition to the required 14 courses.
- c. It may be advisable for some students to take an Independent Study Course (PHIL 596) as practice in developing a paper of the sort of length and depth called for in the Qualifying Paper. If such a course has a substantially different content from any other course used to satisfy the course requirements, it may be counted as one of the 14 courses provided that no other Independent Study Course has been so counted. In all other cases (such as doing further work on a previously written paper), such a course would be in addition to the course requirements; furthermore, such a course requires the specific approval of the graduate advisor and may be taken no later than the term after the completion of the course requirements.
- d. Students may consult with faculty during the preparation of a Qualifying Paper, but a successful paper must demonstrate the capacity for independent work.
- e. Students are required to submit enough copies of the Qualifying Paper for all faculty members plus one for their student file. This number will change from quarter to quarter due to faculty sabbaticals, etc. but is generally around 12 copies. Please ask the graduate program assistant about the exact number. Students are responsible for making, and paying for, all the copies and are not allowed to use the department photocopy machine.

The dates for submission of the Qualifying Paper for 2006-2007 are:

**FALL:** Monday, November 27  
**WINTER:** Friday, March 9  
**SPRING:** Friday, June 1

These dates represent the end of the ninth week of each quarter. An additional day is given in fall due to the Thanksgiving holiday. Faculty will meet to discuss papers, and students will be notified of the result before the end of the quarter in which it is submitted.

### 3. Oral Examination

The University requirement of a Qualifying Examination is satisfied by passing an Oral Examination, as specified below:

Upon passing the Qualifying Paper Requirement, an Oral Examination is required. Advancement to Doctoral Candidacy is determined by the completion of all previously mentioned requirements and success on this Oral Examination. This examination will be administered by the Ph.D. committee chosen by the student. The Ph.D. Committee consists of a minimum of three ladder faculty members from the Philosophy Department at UCSB, one of which will be the director or chair of the committee. Additional members from the department or from other disciplines may be added at the department's or student's discretion. Non-ladder faculty members can serve as a fourth member of the committee without separate approval. The committee is chosen by the student, nominated by the graduate advisor, and approved by the Dean of the Graduate Division.

Students should arrange a date and time with their committee members and then inform the graduate program assistant, who will then prepare the necessary forms for the exam. Ph.D. Form I nominates the dissertation committee. Ph.D. Form II reports on the result of the oral examination. The committee chairperson will have this form at the exam.

Upon passing the Oral Examination, advancement to candidacy may proceed. Ph.D. forms I and II are filed with the Graduate Division. The student must pay a \$65 advancement to candidacy fee at the billing office, and present a receipt to the Graduate Division.

The student's status must be updated and the Cphil. (Candidate in Philosophy) added to the student's degree objective by petition. A Graduate Student Petition is required and will be prepared by the graduate program assistant. A \$20 petition fee must be paid by the student to the Billing Office and the petition presented to the Graduate Division.

The department grants some flexibility to individual Ph.D. committees in interpreting the University Requirement of an Oral Examination. Ideally, the two to three hour examination is forward-looking towards the dissertation, and its purpose is to help the student, and the committee, to decide on the feasibility of the proposed topic, as arising either out of the recently completed Qualifying Paper, or out of a brief proposal submitted for the Oral.

### 4. The Ph.D. Dissertation

Upon advancement to candidacy, the student will normally devote full time to carrying out the research for, and the writing of, the doctoral dissertation. To ensure that students make timely progress on their dissertation, no later than at the end of the second enrolled quarter after the Qualifying Paper has passed, a student must submit to his or her committee a dissertation proposal (topic and outline of proposed chapters, plus bibliography), or a chapter of the dissertation. Eligibility for further financial aid is contingent upon the committee as a whole finding the proposal or chapter to be acceptable.

The complete dissertation must also be approved by each member of the student's Ph.D. Com-

mittee and conform to the rules and regulations of the Graduate Division and Library. After receipt of a draft of the Ph.D. dissertation, the Ph.D. Committee shall discuss it. If deemed necessary, the Committee may call the candidate for an oral interview, the purpose of which would be to clarify segments of the dissertation and/or acquaint the candidate with the nature of any further work that needs to be undertaken prior to approval of the dissertation.

The Graduate Division initiates degree checks for Ph.D. candidates when the student files an approved dissertation. The graduate program assistant prepares and submits Ph.D. Form III-A to the Graduate Division, informing them that the student has had the final examination waived and should be conferred the degree.

Students should obtain from the department or the Graduate Division Web site a copy of "Guide to Filing Theses and Dissertations at UCSB." This booklet outlines such matters as paper quality, margins, the number of copies required by university regulations, the abstracts which need to be filed, the microfilm agreements which need to be signed, etc. Beyond university requirements, **one copy of the dissertation needs to be given to the department.**

## REGISTRATION AND OTHER PROCEDURAL MATTERS

### Registration

Registration for courses is done by computer using the GOLD system, or by paper petition available from the department graduate assistant or the Registrar's Office. The procedure is outlined in the Schedule of Classes. Normally, a professor will allow graduate students to take any graduate course. It may happen that a course you intend to take is "full". If so, you will be able to register at the instructor's discretion by approval (add) code or paper petition. Do not take "No" from GOLD as the last word.

While the mechanics of registration is quite independent of consultation with the graduate advisor, Academic Senate Regulation 280 states that the study program of every student who is seeking an advanced degree must be approved by the graduate advisor. To comply with this regulation, students will meet with the graduate advisor before registration begins to fill out a "Registration Approval Form" on which will be listed the courses they plan to take for the quarter. If the course of study has not been approved by the graduate advisor prior to the beginning of classes, all registration by GOLD can be cancelled by the department.

The standard course load is 12 units per quarter. While 8 or more units, any level, constitutes full-time enrollment, one graduate FTE equals each 12 graduate units on campus registration lists, for purposes of reporting graduate enrollment to UC System-wide. Since resources come to the campus (and hence to the department) in the form of fellowships, teaching assistantships, tuition fellowships, etc., based on the 12-unit formula, the graduate advisor will normally not approve

study programs of less than 12 units.

Continuing students are encouraged to **register before the end of Pass 2** in order to avoid a \$50 late registration fee, to have fellowships and financial aid credited on time, and to retain student status.

### Grades/Incompletes

Letter grades assigned at UCSB are A, B, C, D and F. Non-letter grades are: S (Satisfactory), U (Unsatisfactory), I (Incomplete), IP (In Progress), P (Passed), and NP (Not Passed). S/U grades are for graduate courses only; P/NP grades are for undergraduate courses. The grade S may be assigned only if the work is of B or better quality (not B-); the grade P may be assigned only if work is of C or better quality (not C-). A student must petition the office of the Registrar to obtain an Incomplete (I) grade. In the absence of this petition, a grade of F, U, or NP will be recorded. Incomplete grades must be completed by the end of the first quarter following the incomplete class, or the I grade will be changed automatically to an F, U, or NP. A Petition for an Incomplete Extension can be obtained in the department office and approval in advance by the instructor must be requested if you're unable to complete the course work by the time allotted.

Any grade below a B (B-, C+, etc.) is not a satisfactory grade for a graduate student. Students with less than a 3.0 (straight B) grade point average (GPA) are placed on academic probation; such a student is ineligible for fellowships and Teaching Assistantships and may be asked to leave the program in the absence of improvement. While a 3.0 GPA is considered satisfactory for a graduate student, it should NOT be thought that a 3.0 is a promising GPA for a student seeking the Ph.D. While it is difficult to specify what is and what isn't a promising GPA, as a rough rule of thumb, 3.5 may be taken as the dividing line. Not all students with a 3.5 or better pass the Qualifying Paper and students with less than 3.5 have been known to pass the Qualifying Paper. Again, since a GPA can be expected to improve with time, a GPA of less than 3.5 is not a cause for alarm early in one's graduate career. However, as one progresses through the graduate program, one should assess one's own performance in light of the 3.5 GPA level. It should be noted that nothing in the program requires the attainment of any GPA (beyond the minimal 3.0); the 3.5 level is meant to be advisory only and nothing is gained by attaining a high GPA at the expense of one's educational interests.

The department takes a dim view of Incompletes, especially if there is an accumulation of these. Accumulating Incompletes and NGs seriously jeopardizes one's success in the program. A student with 12 or more units of Incomplete grades is placed on academic probation; such a student is ineligible for Teaching Assistantships. It should also be noted that Graduate Division regulations preclude advancement to candidacy if there is any remaining Incomplete grade. If there are an excessive number of Incompletes, the department may well take some punitive action. Beginning fall quarter 1999, a No Grade (NG) automatically reverts to a failing grade at the end of one quarter past when the course was originally undertaken. *As of spring quarter 2006, Philosophy graduate students may only have one Incomplete at any given time. F grades that appear on a transcript (because an "I" grade has been allowed to lapse) as well as "NRs" and "NGs" that appear (because a professor has not submitted a grade) will count as Incompletes for the purposes of this rule.* This means that if a student already has a grade of I, F (because an I has lapsed), NR, or NG, he or she may not take an Incomplete in an additional course. To ensure that this

requirement is met, the granting of an Incomplete by an instructor must be approved by the Graduate Advisor. Students who are ineligible for an Incomplete and find that they are unable to complete a course, should switch to the S/U grading option for that course. Whether the grade received is S or U will be determined by the instructor."

### Leave of Absence

For new graduate students beginning Winter 1990 or later, continuous registration is expected of all graduate students at UCSB. Leaves of absence may be granted only in **extraordinary circumstances** and may not be granted for financial hardship, desire to take time off from the pressure of studies, outside employment, or the necessity to focus on library work. Students admitted prior to Winter 1990 may take up to three quarters leave of absence while pursuing graduate study at UCSB. Students on leave may not use any university facilities nor place any demands on faculty time. Students on leave are not eligible for financial aid, TA-ships, or Associateships. Students apply for leaves for a specific length of time and for a specific reason, both to be discussed with the department graduate advisor. Necessary conditions for a leave are that the student has been enrolled in graduate status at UCSB at least one quarter prior to the petition and that the GPA be 3.0 or better. Petitions for leaves of absence may be obtained from the department office and must be signed by the department graduate advisor and the Graduate Division. There is a charge of \$15 for a leave of absence petition.

### Lapsed Status

Students who fail to register and/or to pay fees by the third week of the quarter lose student status. You may petition for reinstatement if your lapse was for three quarters or less. For lapses of longer than three quarters, students must reapply for admission. Reapplication is not a guarantee of readmission.

If you lapse while you are working on your dissertation, you will petition for reinstatement at the time you file your dissertation and pay a filing fee which is currently one-half of the registration fee.

It should be noted that lapse of registration is frowned upon by the Graduate Division insofar as very significant funds from system-wide are lost for each lapse of registration or withdrawal by a student within the normative time for the completion of the Ph.D. On the other hand, the Graduate Division encourages withdrawals of students who have exceeded their normative time of six years, since no system-wide funds are made available for the campus for graduate students who have exceeded the normative time.

### Annual Review of Graduate Student Progress

The Graduate Council and the Graduate Division suggest that every department conduct a faculty review of all graduate students' progress each year in order to spot problems, evaluate chances of successful completion, and encourage good work. The Philosophy Department normally conducts this review in the spring. Marginal students and those on probation or making poor progress will receive explanations of problems, along with specific requirements to remedy deficiencies in a

specific amount of time.

## FACILITIES

Among the facilities and services available to graduate students, the following may be noted:

### Computing Facilities

Philosophy graduate students may use the PCs and printers in the department computer room (South Hall 5721). We use Microsoft Windows software. See the department computer resource specialist for your access code to the door and for the log-in code. Do not share your codes with anyone else and do not bring your students or outside friends into the computer room with you. Do not attempt to fix any computer lab problems yourself, this could result in short or long term computer lab closure. Contact the department office immediately if there are computer problems.

Also, the LSIT Computer Labs are open to all registered students for instructional and research computing needs. The labs are located in Ellison Room 2626 and HSSB Room 1203. You must have a U-Mail account in order to print. The cost for printing is \$0.15 a page. For more information, log onto [www.lsit.ucsb.edu](http://www.lsit.ucsb.edu).

### Laser Printer

Students may use the laser printers in the department computer room, at no charge.

### E-mail and the Internet

E-mail and the internet are accessible on department computers in the computer room. These computers are available for use by graduate students. For information on how to obtain an e-mail account, log on to [www.umail.ucsb.edu](http://www.umail.ucsb.edu). When using email in the lab, do not open attachments, have the person send the message in the body of the text. Viruses are prevalent and have caused the lab to be shut down.

### Copying

The copy machine is available for light use by graduate students. The charge for using the department copier for personal copies (non-TA materials) is 10¢ per page, **pre-paid** to the undergraduate assistant. (See Meredith in advance of your copy needs. She works only in the morning.) However, department business copying takes precedence. (Excessive use of the copy machine may increase the cost of our maintenance agreement or even nullify it.) The copy machine is activated by an access code number. You will be given a code number to use for course materials while you are a Teaching Assistant or Associate and another one for **pre-paid** personal copies. (Students may not use the department copy machine to make copies of their Qualifying Paper.) Do explore the cost of personal copies at the library, the UCEN, and community copy shops in order to save money.

### Telephone

Use of the department telephone is allowed for department business calls (e.g. to return a call from one of your students). Calls should be kept to a minimum, and in short duration. The



department line should not be tied up for personal use, and long-distance calls for personal use are not permitted. Long-distance calls for business use must be marked down on the sheet kept by department staff. Before making an off-campus telephone call, the staff must input an access code number for you. The nearest pay phones are located at the Arbor and the bus loop.

#### Fax

There is a Fax machine in the department. See department staff to have a fax sent. Charges for **personal** faxes will be billed after the telephone bill arrives. Please pay immediately. For receiving faxes, the department Fax number is (805) 893-8221.

#### Mail Boxes

Teaching Assistant, Associate, and Faculty mailboxes are located in the department office. All other mailboxes are in the graduate student lounge. Please check your mailbox daily, if possible. Please read (and respond to, if necessary) all department memos you find in your mailbox in a timely way.

#### Mail Services

For outgoing business and intercampus mail there are bins in the department office. Personal mail may not be sent out through the department, nor should the department address be used to receive personal mail. There is a post office in the UCEN. There are mailboxes for personal mail at the bus loop, near the Corral Tree Cafeteria, and at the UCEN Post Office (in the basement).

#### Mail Forwarding

A forwarding address and instructions should be given to the graduate program assistant before you move away from the area.

Notably, if you were employed on campus and do not leave a forwarding address with the staff, the university will send your W-2 form to your last listed address.

#### Department Library

The Department of Philosophy maintains a library of philosophical books and journals, as well as reference books. Graduate students who have paid their Philosophy Club dues (\$15 annually) are able to check materials out of the library during the academic year. Our Department Librarian, Kathleen Lyons, is in charge of circulation. All materials are to be returned to Kathleen at the end of each Quarter for inventory purposes. The faculty library liaison is Professor Michael Rescorla. If students have specific requests, or suggestions, for books or journals, they should address them to Professor Rescorla.

#### TA Offices

Department graduate students who have a Teaching Assistantship or Associateship will be assigned an office in South Hall for the quarter. As the department has a limited number of offices you will likely share an office with a fellow TA.

## FINANCIAL SUPPORT

UCSB provides three main types of support for graduate students: fellowship or merit-based support, academic student employee positions (with certain benefits of employment), and need-based support (offered through the Financial Aid Office).

All U.S. citizens and permanent resident graduate students at UCSB are required to file the Free Application for Federal Student Aid (FAFSA), available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or the Financial Aid Office, by March 2 to be considered for most of the student support funds. The FAFSA is used to compile a "need analysis" which is used in the determination of all financial support packages. The Graduate Division frequently uses University need-based monies to fund merit-based awards.

As a reminder, all domestic non-resident students must take the necessary steps to establish California residency as soon as possible. Students should contact the Residency Officer in the Office of the Registrar for specific information (893-3033).

With the exception of need-based support, there is a strong preference given to incoming students in awarding fellowships and a strong preference given to continuing students for Teaching Assistantships, unless otherwise noted. You are encouraged to apply for every extramural fellowship for which you are eligible.

## FINANCIAL AID SERVICES

Information regarding financial support, such as the easiest way to pay fees, look up your BARC Account on GOLD, how fee credits are applied to your BARC Account, what to do if you cannot pay your fees by the deadline, etc., is available at: [www.graddiv.ucsb.edu/financial](http://www.graddiv.ucsb.edu/financial). There are also links from this web site to "Learn About Financial Support" and "Search and Apply for Financial Support Awards."

### Short Term Emergency Loan

Emergency Loans are available to registered students who have paid or deferred all past due and current BARC charges. As the name implies, these loans are for emergency situations only. Routine, predictable monthly expenses are not considered emergencies unless something has occurred which prevents the student from meeting these costs. Contact the Financial Aid Office (893-2432).

### TA Loans

Teaching Assistant Loans are available to alleviate financial hardships experienced by TA's during their initial period of employment. TA's can borrow up to the amount of their first month's salary and repay that amount out of their first three paychecks. Contact the Financial Aid Office (893-2432).

## FINANCIAL SUPPORT OF NOTE:

### Graduate Student Fee Fellowship

Support: Payment of fees only. The amount may vary as fees increase and Graduate Division resources dwindle.

Eligibility: At least three continuous quarters of graduate enrollment at UCSB, and entire fees paid from no other source.

Criteria for Selection: Need and merit-based.

Deadlines & Procedures: Domestic students must file the FAFSA **by March 2nd** and International Students must file International Financial Aid Application (available from the department). You will be asked to provide the department graduate program assistant with a copy of your Student Aid Report and/or your Financial Award Notification. Beyond this, application for Graduate Student Fee Fellowship must be filed by the department during the summer for full year consideration. Application will be accepted subsequently on a quarter-by-quarter basis as funding permits. These fellowships are given out until funds are exhausted.

### TA and Reader Fee Offset (GSHIP and GSFR)

Support: Payment of insurance and partial payment of fees (educational and registration fees, only). The amount will vary as fees increase.

Eligibility: Graduate students who will be employed as teaching assistants, associates, or researchers at 25% time or more, and readers employed for 100 hours or more.

Criteria: Depending on availability of funds, this grant is normally awarded to all students satisfying the eligibility requirements.

### Graduate Division Dissertation Fellowship Competition

Support: \$5,000 stipend plus payment of fees and health insurance. Non-resident tuition will not be provided.

Eligibility: Applicants must be advanced to doctoral candidacy, be in the final stages of completing their dissertation, and be enrolled as a graduate student in a full-time program at UCSB, or on approved Leave of Absence, at the time of application and during the quarter immediately preceding the quarter of the award.

Criteria: This fellowship is intended to free the student from employment obligations, enabling full attention to dissertation writing. The Dissertation Fellowship competition will only be offered once for the academic year. Applicants shall determine which quarter within the academic year they wish to receive the Dissertation Fellowship.

This is a merit based, one-time non-renewable award, and is expected to be the final award before

the degree is conferred. Award recipients must remain registered and in good academic standing during the tenure of the award.

Deadline: Submit application to the Graduate Division by the mid March deadline.

Information and an application can be obtained by logging on to [www.graddiv.ucsb.edu/financial/fellowships/](http://www.graddiv.ucsb.edu/financial/fellowships/).

## TEACHING ASSISTANTSHIP AND ASSOCIATESHIP

Teaching Assistants (TA's) and Associates are appointed by the chair of the department, normally in consultation with the Graduate Affairs Committee in the case of TA's. TA's hold discussion sections and perform the grading for large lecture courses, and Associates teach courses on their own. Advancement to candidacy is required for an Associate. The primary criterion of award is academic performance, though other factors such as success in teaching and department needs are considered, especially in the case of Associates.

TA Salary: Approximately \$5027.50, plus payment of insurance and partial payment of fees.

A very limited number of TA and Associate positions are available for Summer Session courses. The salary is roughly half of the regular quarterly salary. [Graduate students do not register for nor are they charged fees for Summer Session. Payment of insurance in Spring Quarter continues your policy until September.]

To be considered for summer positions, contact the Management Services Officer (Kathy).

## READERSHIP

Large and intermediate size classes often employ graduate students to read term papers and exams. The rate of payment is \$11.14 per hour. Usually not more than five to ten hours per week are involved. Readerships are informally arranged between the instructor, the department chair, and the reader. Work-study funds may be used for readerships.

## NEED-BASED FINANCIAL SUPPORT

Need-based financial support is available only to U.S. citizens and permanent residents. [However, there is a limited amount of work-study administered by the Office of International Students and Scholars available to foreign students who have been enrolled a minimum of three quarters; inquire with OISS for further details.] A separate application with the Financial Aid - Office is necessary for need-based financial support. In addition to the FAFSA, GPA Verification Forms as well as Tax Certification Forms along with copies of the previous year's income tax documents are likely to be required. These awards are administered by the Student Financial Aid Office (and NOT the Graduate Division or the department).

## OTHER FORMS OF FINANCIAL SUPPORT

Other sources of support may be listed on the following Graduate Division web sites:  
**[www.graddiv.ucsb.edu/financial/index/html](http://www.graddiv.ucsb.edu/financial/index/html)**, or **[www.graddiv.ucsb.edu/Source/index.cfm](http://www.graddiv.ucsb.edu/Source/index.cfm)**.

### Humanities & Social Science Research Grant

Maximum award is \$2,000 and students must apply to the Graduate Division by February 28. The grant can be used for travel or supplies but not for stipends.

### Graduate Student Travel Grant

Support: Maximum amount, based on geographic location.

Eligibility: Student must be advanced to Ph.D. candidacy, be registered or on approved leave of absence, and be invited or selected to present a paper or research, perform, or exhibit at a conference or meeting.

Criteria: The conference must be an important one to the discipline. Proof of invitation or selection must be provided prior to travel. (The only allowable expenses are the actual cost of the airline ticket and shared use of transportation. Hotel expenses are not covered.)

Deadline: Awarded until funds are expended.

### University Sponsored Housing

University sponsored housing is partially subsidized and is cheaper than rates available on the open market. Single students are chosen by lottery and family student housing is given based on the order on the waiting list. Contact Housing and Residential Services, University of California, Santa Barbara, CA 93106; (805) 893-2760. Apply as soon as possible.

## ESTABLISHING RESIDENCY

Since out-of-state tuition is over \$14,600.00 a year in addition to fees, California residency is of utmost importance to U.S. citizens and permanent residents. [Foreign students may not obtain California residency.] The Office of the Registrar, using information provided by the student, determines the residency of new students. Out-of-state students who are U.S. citizens cannot expect more than one year of support, since one year on campus is normally sufficient to establish California residency. Residency can be lost if a student lapses or goes on leave of absence. E.g., if a student spends time living out of state.

All four of the following requirements must be met for classification as a resident:

1. Citizenship: A student must be either an adult U.S. citizen, an adult immigrant, or an adult

non-immigrant on an E,G,I,K, or L visa. A foreign student on a student visa never qualifies as a California resident.

2. Continuous Presence: A student must be able to prove that s/he has been present in California for twelve consecutive months prior to the residency determination date. Information on this date may be obtained from the Office of the Registrar.
3. Intent: Documented intent to make California the permanent residence. Relevant proof of intent is demonstrated by absence of ties to the former state of residence for twelve consecutive months. This is evidenced by obtaining a California driver's license or identification card, registering your motor vehicle in California, establishing an employment history in California, filing state and federal tax returns as a California resident, transferring your major banking and/or investment services to California, changing your permanent address on all pertinent records, registering to vote in California. These steps should be taken immediately on arrival, before the beginning of classes.
4. Financial Independence: If the student's parents are not residents of California, the student must demonstrate that for a minimum of the current calendar year and the immediately preceding calendar year: a) s/he has not and will not be claimed as an income tax deduction by parents or any other individual; b) s/he has legal dependents other than spouse.

NOTE: Teaching Assistants and Associates employed at least 49% time are exempt from the financial independence criterion. All other criteria apply.

Students may contact the Office of the Registrar (893-3033) for counseling on residency questions. The final authority on residency matters rests with the Campus Residency staff in the Office of the Registrar. Students who leave the state, either on leave of absence or with lapsed status, have to file a residency statement when they return or reapply.

#### FINANCIAL SUPPORT PAYOUT

1. If you are employed as a Teaching Assistant or Teaching Associate you will be paid once a month on the first of the month (except for January 1), for service rendered the preceding month. If you begin in Fall Quarter, your first paycheck will be issued on November 1 (or on October 1 if you are able to select the fall four-month pay schedule). If you are employed as a Reader, you will be paid once a month on the fifth working day of the month.
2. Fellowship stipends are awarded once quarterly at the beginning of each quarter through the BARC Office. If your fellowship includes the payment of fees and/or tuition, payments will be credited directly to your billing account prior to payment deadlines. Registration fees and nonresident tuition may or may not be covered in your fellowship award. Read the award letter carefully, and contact your department if you have questions.

Stipend checks for international students are disbursed in the Accounting Office their first

quarter.



## SPECIAL PRIZES AND OPPORTUNITIES

### Prizes

The department administers three special prizes for graduate students:

1. The Siff Prize for Best Essay in Philosophy - A prize is normally awarded for the outstanding essay written by a graduate student during an academic year. Papers must be nominated for the prize by a department faculty member. A faculty committee determines the prize recipient, and it is the prerogative of the committee to divide the prize between two or more students or to abstain from awarding the prize to any student. The Siff Prize recipient will read the winning paper at a meeting of the Philosophy Department during the Spring Quarter. Prior recipients of the Siff Prize are not disqualified from subsequent competition.
2. The Stough Memorial Prize in Philosophy - A prize is normally awarded for the outstanding essay in ancient Greek philosophy or ethics written by a graduate student during an academic year. Papers must be nominated for the prize by a department faculty member. A faculty committee determines the prize recipient, and it is the prerogative of the committee to divide the prize between two or more students or to abstain from awarding the prize to any student. The Stough Prize recipient will read the winning paper at a meeting of the Philosophy Department during the Spring Quarter. Prior recipients of the Stough Prize are not disqualified from subsequent competition.
3. The Wienpahl Prize for Excellence in Teaching - A prize is normally awarded each year for teaching excellence by a graduate student. To be considered for the prize, students must submit teaching evaluations they have received. However, it should be understood that undergraduate evaluation of teaching is only one of the factors considered by the committee charged with determining the Wienpahl Prize recipient. Furthermore, the terms of the prize specify that the prize should be awarded only for genuine excellence in teaching and that it should not be automatically awarded to the best graduate student teacher of the year. The department tends to consider the Wienpahl Award to be a career award based on the student's performance as a teacher throughout the student's tenure as a teacher.

It should be noted that in addition to the departmentally administered Wienpahl Prize, there are campus-wide prizes recognizing teaching excellence by graduate students.

### Opportunities

The University of California provides special opportunities for its students, two of which may be of interest to some of you.

1. Intercampus Exchange Program: Students may temporarily study at one of the sister campuses of the University of California if special courses, research specialists, or library holdings unavailable at UCSB are available at another campus. Students interested in such an opportunity should consult the department or the Graduate Division.

3. The Education Abroad Program: While the University of California Education Abroad Program, which has programs in over 30 countries, is primarily a program for undergraduates, certain programs are open to graduate students. UC fees need to be paid to participate in these programs but they may be reduced. Students interested in such an opportunity should consult with the department graduate advisor or department EAP advisor.

## **RESPONSIBILITIES OF THE TA AND THE SUPERVISING FACULTY**

### Overview

The purpose of the following guidelines for Teaching Assistants (the term "Teaching Assistant", as used in this document, represents collectively all teaching apprentice positions, including Teaching Assistants, Associates, and Teaching Fellows) and supervising faculty are:

- to maintain a high quality of teaching in undergraduate courses;
- to clarify the mutual responsibilities and obligations of the professor and the TA; and
- through apprenticeship, to train graduate students to be "educators."

University policy specifies the roles and responsibilities of apprentice personnel. Three principles help clarify these roles and responsibilities:

1. The Teaching Assistant is a 'student teacher' selected for his/her scholarship and promise as a teacher. S/he serves an apprenticeship under the active tutelage and supervision of regular faculty members who are responsible for curriculum and instruction in the University.
2. TA's are not to be given sole responsibility for the instructional content of any course, for examinations, for determining the term grade for students, for instructing the entire enrollment of a course, nor for the entire instruction of an individual or group of students enrolled in any University course.
3. In order to ascertain the quality of each student teacher's performance in the full range of his/her assignments, and to require improvement when necessary, the faculty member who is responsible for the instruction and grading of students is expected to consult regularly with his/her student assistant(s) and to visit any course-related recitation and/or laboratory sections to which s/he (they) are assigned.

Graduate Council policy requires that all prospective international TA's for who English is not the native language be evaluated before they can assume classroom teaching responsibilities. Teaching responsibilities should not be promised to a prospective TA until after (1) s/he takes the TA language evaluation; and (2) s/he is certified to have sole classroom teaching or laboratory responsibilities as a result of passing the TA evaluation.

TA assignments are expected to involve an appropriate range of supportive activities, which may include:

- assisting the faculty member in the preparation of course materials;
- teaching in laboratory or discussion sections for the faculty member in charge of the course to which s/he is assigned;
- attending the faculty member's lectures or other instruction periods;
- reading and grading student papers and examinations;
- assisting with evaluation of students' performance and assignment of grades; and
- advising students during office hours.

The guidelines for TA's and faculty members in the Department of Philosophy are based on the following assumptions:

1. The quality of the undergraduate's education is best served when Teaching Assistants and faculty members work cooperatively and effectively together. Thus it is the mutual responsibility of the TA and the faculty member to communicate questions and problems to each other regarding teaching materials, techniques, assignments, examinations, students' response, and other related factors that affect the fulfillment of the separate duties.
2. The concept of apprenticeship means that the faculty member provides "active tutelage" to TA's to help them improve their teaching skills. This must include the communication about content or subject matter of the course and evaluation of and advice about teaching effectiveness. Such feedback must ensure that undergraduates receive instruction of satisfactory quality, and could involve the faculty member's direct observation of the TA in section, discussion of students' written or oral evaluations of the TA, and a review of a TA's videotaped presentations in section. Advance notice should be given before classroom observation.
3. Effective teaching by Teaching Assistants demands credibility in their roles as teachers. Thus observations and evaluations of TA's by faculty members must not jeopardize the TA's' rapport with their students. Evaluations and comments must take place later in confidence.

#### Guidelines

1. Newly appointed TA's are required to attend the annual campus TA orientation meeting and the all department TA orientation meetings. First time TA's enroll in Philosophy 500 (Apprentice Teaching in Philosophy) and 501 (TA Training) for two units each, S/U grading. In subsequent quarters, TA's enroll in Philosophy 500 for 4 units, S/U grading.

2. First-time TA's, as part of their work in Philosophy 500 and 501, are required to be evaluated by at least one of the following methods: (a) the videotaping of a discussion section, through Instructional Consultation; or (b) observation of a discussion section by the course instructor.
3. TA's are required to take student evaluations to their classes at the end of the course. The department will provide them with the forms.
4. TA's are expected to be familiar with campus policies concerning sexual harassment and academic dishonesty and to report any instances of the latter to the course instructor.
5. TA's are encouraged to consult the pedagogical resources in the Instructional Resources Office in Instructional Development (Kerr 2130, 893-4335), and should be familiar with the array of services available at CLAS/Campus Learning Assistance Services (Bldg. 477, 893-3269) and the Disabled Students Program (SAASB 1201, 893-2668), in order to refer their students to them where appropriate.
6. Weekly meetings between the faculty member and the course TA's should be held to ensure that TA's are confident and secure with the content, presentation, and implementation of all materials and that they are pedagogically prepared for the upcoming sections. The focus of such meetings might be on such things as:
  - a) rationales, goals, and objectives for the discussion
  - b) specific content and examples for each topic
  - c) emphasis or time to be spent on each topic
  - d) questions to ask students or discussion points to be covered
  - e) potential problem areas in presentation and recommended solutions
  - f) references to assist in the preparation of the TA's presentation.
7. Faculty members should provide TA's with keys to the exams. Guidelines for grading should also be provided, including, where possible, a detailed breakdown for the assignment of points. This will help ensure that it is the professor's emphases, and not those of individual TA's, that are reflected in the grading. It will also contribute to the maintenance of uniformity among the different graders. TA's may be asked to review examination questions prior to the exam at the professor's discretion.
8. The supervising faculty member is responsible for instruction and grading in all University courses. Thus, while TA's may prepare instructional materials for discussion sections and will be grading student work, it is expected that TA efforts be checked by supervising faculty members throughout the quarter to maintain academic standards and provide necessary feedback.
9. While experienced TA's may function as valuable resources for other TA's in a course, the training of all TA's is with the TA Coordinator (a faculty member) and not with other TA's. However, in any quarter when the department has a Lead TA (an advanced graduate student), that TA will be involved in TA training for the quarter.

10. The opportunity to give an occasional course lecture may be a welcome culminating experience for an experienced TA. Such lecturing experiences should be limited in occurrence and carried out under the supervision and guidance of the faculty member. TA's should not be expected to lecture merely to substitute for an absent faculty member.
11. A TA's appointment specifies a 20-hour per week time commitment. [It should be noted that the quarter typically comprises twelve weeks, the ten weeks of instruction plus the week immediately preceding and the week immediately following the period of instruction.] This time includes lecture attendance, weekly meetings with the instructor, preparation for and teaching of discussion sections, office hours, grading, and preparation of instructional materials. In the event these duties consistently require over 20 hours per week, the supervising faculty or Associate must choose among the options for the use of a TA's time with highest priorities given to the more central duties.
12. A TA's appointment is a binding contract for the duration of the quarter. Once instruction has begun, it is unacceptable for a TA to break the contract for any reason except in an extreme emergency.
13. It is crucial that the students enrolled in a course have confidence in the teaching staff for that course. Therefore, a professional attitude should be presented to the students by the TA's and teaching faculty at all times. Any disagreements or problems related to the teaching of the course should be handled confidentially among the teaching staff. "Professor bashing" or the conducting of so-called "counter sections" by TA's is a serious breach of professionalism.

All papers (homework assignments, exams, and other course work) are to be returned to students by the TA (or professor) during a designated time period or at established office hours; or students should furnish self-addressed stamped envelopes for the purpose of returning graded papers and/or exams. It is also strongly recommended that all finals be retained by the TA (or professor) for the period of one year (separated and marked by class and quarter). If you want to have sign-out sheets to place on top of each group of papers to get the signature of each student who picks up their paper and/or exam, please ask department staff for copies.

#### Resolution of Problems Concerning the TA Guidelines

If problems arise concerning the roles or responsibilities of supervising faculty and TA's, the involved parties should meet with each other to discuss the problem and its resolution. If this meeting does not resolve the problem, the TA or supervising faculty member should attempt to a resolution through consultation with the department chair, who has the responsibility to resolve matters regarding department personnel.

The Department TA Coordinators are Professor Thomas Holden (fall) and Professor Aaron Zimmerman (winter/spring). Professors Zimmerman and Holden can be reached at 893-2841 and 893-2632, respectively.

## **MISCELLANEOUS ITEMS**

### Philosophy Club

The Philosophy Club is open to the philosophy community at UCSB but its function centers very much around the graduate students, with the principal officers being graduate students. The Club maintains a small department library and schedules invited speakers from other institutions, as well as social events. The annual dues for graduate students are \$15.

### Recreation

The UCSB Recreation Center is available for daily use by registered students.

### Transportation

There is metropolitan bus service (Metropolitan Transit District, MTD) between UCSB, Goleta, Santa Barbara and Carpinteria, free to registered students. There are bicycle paths on campus, and bike paths and routes in the Goleta and Santa Barbara areas. Bicycle path and route maps are available at local bicycle shops as well as online at: <http://www.tps.ucsb.edu/bicycle.html> .

### Furniture/Household Items

If you haven't explored the area yet and are arriving without household items, the following are some commonly used sources of obtaining them: (a) private yard and garage sales, typically on weekends, advertised in newspapers or posted around town; (b) Sunday morning swap meet held at the Goleta drive-in theater on Kellogg Avenue off of Hollister Avenue; (c) used furniture stores; (d) retail stores, e.g. Camino Real Shopping Center (Hollister at Storke Road), La Cumbre

Shopping Center (State at La Cumbre); (e) hardware stores, home improvement centers, and drug stores.

## PLACEMENT

Securing an academic position is the natural goal of most graduate students enrolled in a Ph.D. Program. The department placement officer and department placement assistant will provide details of the procedures and the type of department assistance available at the beginning of each academic year for students ready to enter the job market. This section is intended to give an overview of placement and to alert students to certain preparations which must be done well before going on the "job market." [Since there are likely to be some differences of opinion and approach on the matter of placement, it should be stated that the view presented here is that of the department and is based on the experiences of past placement officers.]

### Preparation

While the job market appears to be improving, competition for available jobs is high. One should consider oneself **ideally** prepared when all of the following conditions are met:

1. Ph.D. or the virtual certainty of having had the dissertation approved prior to the appointment date.
2. Clearly defined areas of specialization and areas of competence.
3. One or more papers published or accepted for publication.
4. Strong set of teaching evaluations, having independent teaching experience.
5. Strong set of letters of recommendation.

This is of course an ideal, and most viable candidates will fall short of it in some way or other. Some comments, however, may be in order on each of these items.

1. Completion of the Ph.D.

Most jobs require the Ph.D. by appointment time and possibly by the time of application. Even if one should be fortunate enough to secure a position without a Ph.D., since many universities make tenure decisions by the sixth year, one seriously jeopardizes tenure if one does not arrive on the job with a Ph.D. If the tenure decision is to be made by the end of the sixth year, one has at most five years to establish a publication record sufficient for tenure; if one or two of these years are spent finishing the dissertation, it will be difficult to establish such a record in three to four years since journals take up to six months to reject a paper and (according to the American Philosophical Association's Guide to Publishing) editors expect authors NOT to submit their paper to more than one journal at a time.

Most students tend to underestimate the time required to complete the dissertation, and many departments would add one year to the student's estimated time of completion. Even letters by advisors stating that the dissertation will be completed by next summer tend to be met with skepticism. Therefore, if you have not completed the dissertation, be sure that you have written



enough so that your advisor can provide sufficient evidence in his or her letter that the dissertation will indeed be finished before appointment.

## 2. Areas of Specialization and Competence

Most jobs specify areas of specialization and competence, and for the department to be able to recommend you for those jobs, your area must match the advertised areas. The area of specialization is pretty much limited to teaching experience as the instructor, the area of your dissertation, and areas in which you have had papers accepted for publication. Areas of competence require a little less but you must in some way be able to substantiate that the alleged area of competence really is such an area. The simplest way to establish this is that you have TA-ed in that area. Thus, for example, if you want to claim the history of philosophy as an area of competence, you should have TA-ed for 20ABC. This means that you should seek to TA in as wide a range of courses as possible since the number of jobs you qualify for is, to a measure, determined by the number of areas of competence you can claim.

Claims to have an area of competence would be met with skepticism if all you can say is that you have personally read widely in the area. Short of TA-ing in that area, the combination of the following factors would make the claim to competence plausible: (a) Having taken a number of courses in that area. (b) Having been a reader for a course in the area. (c) A letter from the faculty member teaching the course stating that you were a reader, that you knew what you were doing, etc. (d) A prepared syllabus for a potential course you may teach in the area.

It would be a good idea in general to prepare syllabi for courses in areas you claim as your areas of specialization and competence. In job interviews you are often asked how you would teach a certain course, and it could be impressive if you can produce a syllabus on the spot and talk on the basis of it.

## 3. Publications

In a sense publication is a certification by the profession that the high opinion your teachers have of you is justified. In part, because of this, special pleading is needed for a department to claim that someone with no publication is a better candidate for the position over someone with one or more publications. Therefore, you should be thinking about publications well before you go on the job market.

The leading journals (*The Journal of Philosophy*, *The Philosophical Review*, *Mind*, etc.) have rejection rates in the high 90% level, and rejection rates are high for most journals. Beyond this, it takes journals 3 to 6 months to make a decision. Finally, submission of the same paper to more than one journal at the same time is a violation of the professional code. [Editors do keep track of withdrawn papers that appear in other journals.] Perhaps a realistic timetable for the acceptance of a paper by some journal or other is two years after the initial submission of the paper. Therefore, you should start thinking about submitting a paper for publication fairly early in your career, and certainly by the time you advance to candidacy.

It may not be possible for you to have a paper accepted by the time you go on the job market. Furthermore, while any rejection notice is discouraging, all of us have had papers rejected.

Rejection of a paper is no cause for depression; a healthy attitude is that this is the norm, with acceptance being the exception. A good plan may be to make an ordered list of three to five journals to which you plan to submit the paper, and upon receiving a rejection, to submit the paper immediately to the next journal on the list. [Perhaps after three rejections, you should look at the paper again to see if you can improve it; but there is no need to do this with each rejection].

#### 4. Teaching Evaluations and Independent Teaching

It would be difficult to imagine a person getting a teaching position without some evidence of good teaching, and teaching evaluations are in a sense the "bottom line" for most hiring departments. **You should keep all summaries of teaching evaluations you get from the department.** Be sure to take the blank teaching evaluations, which are placed in your mailbox, to each class near the end of every quarter you teach.

Since the TA-ship is an apprentice period, there is the luxury of failure with no penalties, because there is no need to submit all summaries of teaching evaluations. But to be a viable candidate, you need a number of quarters in which you received good student evaluations as an Associate for the course. If "1" is the top score on a five point scale, a good evaluation would average between "1" and "2"; averages less than "2" will not be considered evidence of good teaching by the hiring department. Therefore, once you start teaching, you should make it a goal to have a minimum of three quarters of good evaluations. Take advantage of whatever help you can get from the department TA coordinator and from UCSB Learning Resources in terms of TA meetings and video taping.

Many tenure track appointments require independent teaching experience. A Catch 22 situation is that when a department hires someone for a temporary position, they want to be assured that the person is a good teacher (since that is the only reason they are hiring the person); and the best assurance is success as an independent teacher. Therefore, an appointment as an Associate to teach a course on your own is extremely useful. Good TA evaluations are a necessary condition for an appointment as an Associate (and this is another reason to take your TA-ing seriously).

Unlike a TA-ship, you will not have multiple chances at independent teaching and may well have to seek elsewhere to gain independent teaching experience. Santa Barbara City College and community colleges in Ventura, Oxnard, Santa Maria, etc. should be considered. The pay is low, but a good set of evaluations and a letter from the chair attesting to your independent teaching ability can be invaluable for the job market.

Therefore, getting good student evaluations becomes more critical for each course you teach on your own. You should be aware that getting a good evaluation for large courses of over 100 students is hard. A strong set of evaluations from a number of large courses taught on your own tends to be rare; but if you can achieve this, it can often outweigh all other defects in your record.

#### 5. Letters of Recommendation

There is a natural expectation that a student's dissertation supervisor will write a strong letter for the student. Thus, there is sometimes a tendency to look at other letters as confirmation of the fact

that the candidate really is as good as the supervisor claims. This is why you need three to four letters of recommendation. That you will eventually need such letters should be kept in mind during your graduate career.

There is a strong likelihood that asking for a letter of recommendation **prematurely** will strongly jeopardize the chances of a good letter for years to come. Once a faculty member writes a letter, it is likely to remain in his or her computer with subsequent changes being mere additions or deletions from the original letter. If the faculty member was not overly impressed by your work at the time of writing the original letter, a somewhat qualified tone of the letter may be virtually impossible to remove in subsequent years. Be sure that you have really shown your best in your submitted portions of the dissertation before asking the supervisor or other members of the committee to write letters.

It is extremely important that at least one letter of recommendation speaks well of your teaching ability. This means that you need at least one letter from former instructors you have TA-ed for or from the department chair.

### How to Set-Up a Dossier

If you think that this is the year you are ready to go on the job market, the placement officer will schedule a meeting early in the Fall Quarter for any interested students to discuss placement procedures. The first priority will be creating your dossier (placement file). Once created, you must keep it updated.

Prepare a curriculum vitae (CV) and a dissertation abstract. The placement officer can help you with these. [If you would like a copy of a placed candidate's CV to refer to, please ask.] By September, give a copy of your CV and abstract to the placement assistant. Provide updated versions as you make them.

Decide whom to get letters of recommendation from and ask the professors if they will write for you. Once written, the professors give the letters directly to the department placement assistant. Your dossier must have **at least** three letters. (See Letters of Recommendation, previous page.)

Provide the placement assistant with copies of your teaching evaluations (See Teaching Evaluations and Independent Teaching, previous page.)

Also, the placement officer will type up a summary of UCSB teaching evaluations to enhance the format of the dossier.

The department will type up an **unofficial** department transcript as an **optional** part of your dossier. It will have the graduate advisor's signature on it. If you have received B or C grades in the program, you are advised to ask the placement assistant to only send it to places that specifically request an unofficial transcript.

Decide, along with the placement officer, what else should be placed in your dossier.

Your new dossier will then be given to the placement officer for approval.

You should note that any CV the department sends out with its recommendation is subject to approval by the placement officer. [E.g., s/he may refuse to put a certain area as your area of competence if it seems implausible.]

All active dossiers for the current year need to be updated before the fall job search begins. In September those already on the job market will be informed of the state of their dossier and asked to update it by late September. All active dossiers will be given to the placement officer annually for approval.

All active dossiers must be ready to be sent out by mid to late October in order to meet posted deadlines.

### Information on Jobs

Job information can come from several sources.

1. The *Jobs For Philosophers* (JFP) is the main source for us. The newspaper and web site are produced five times yearly for subscribers and list college and university teaching jobs and other jobs available to Philosophy Ph.D.'s. The department has difficulty subscribing to the publication, so we make a copy of the first issue we can get from someone. The web site version may be amended after initial postings and so would be more up-to-date than the published one.

The *Chronicle of Higher Education* is a publication and web site we do not subscribe to so we have to count on graduate students and others to relate information to us. There are philosophy job listings for non-subscribers as well as subscribers.

2. Notices are sent to the department from other institutions (these are often duplicated in the JFP, so check the next issue to see if they are.)
3. The department will share job information obtained from other sources.
4. New positions may be advertised at the American Philosophical Association (APA) conventions (held three times a year). The placement officer usually attends at least two of the conventions to help the candidates meet people and to help set up interviews.

Placement activity begins with the first issue of the APA's *Jobs for Philosophers* and continues until late spring. While you should attend any APA convention for which you have pre-arranged interviews, it is questionable whether you should go to meetings in the East or Midwest without at least one pre-arranged interview. West Coast meetings in California should definitely be attended since it would give you good experience at relatively little expense. Don't be discouraged by possible lack of success during the first six months; consider it as experience preparing you for the Midwest meeting.

### Mailing of the Dossiers

The department will mail out your dossier at your or the placement officer's request, within three **working** days if possible, with a short cover letter from the placement assistant or a department letter of recommendation from the placement officer for a candidate well suited for a position. In general, dossiers are sent before application deadlines, or in the order the requests are received, as necessary. Each dossier is posted **first class** with the department return address on the envelope.

An updated placement bill is given to the candidate that shows when and where each dossier was sent, what was sent, and the cost.

If a candidate receives and accepts a temporary offer for employment, their dossier will be kept with the active dossiers for next year's job search.

If a candidate is offered and accepts a permanent, tenure-track position, our obligation to place the candidate ends. Your dossier will be filed as inactive.

### Billing for the Dossier Service

The amount of a candidate's bill is figured based on "costs" only as follows:

- Copying charges @ 10 cents per dossier page
- Manila envelope @ 10 cents each (approximate department cost)
- Postage (based on the weight of a completed dossier)

PLEASE NOTE: The department's placement service is intended to assist our graduate students and recent Ph.D.'s find teaching positions in philosophy. The department does not have the resources to provide this service free of charge. Therefore, each candidate's bill should be paid upon receipt. Please pay promptly. The department has a policy that dossiers will not be sent out for any candidate whose account is not fully paid up.

### Preparation for Interviews

Once you have an interview lined up the placement officer can set up a "mock interview" with three department faculty members. This will give you the experience of an academic interview and help you learn what to expect.

If a student seeking a teaching position has a pre-arranged interview at an APA meeting, a stipend for the least expensive round-trip airfare to that meeting may be available from the Department Church Fund.

### Some Final Comments about Securing an Academic Position

What was outlined as an "ideal" preparation for the job market is difficult to attain. Especially difficult is the problem of balancing all the demands within the finite number of hours one has in

a week. You should be particularly aware of the danger of focusing on everything but the completion of the Ph.D. -- without a Ph.D. (nearly) in hand everything else may be for naught. Clearly, budgeting time upon advancement to candidacy is crucial.

**Do not enter the job market prematurely.** The likelihood of success is extremely low, and you will end up wasting a lot of time and energy on the futile attempt to get a job.

Despite the competitiveness of the job market, do your best and try to look as if "nothing could be better" when you go to an interview. A positive attitude at the interview is essential; if you let your discouragement show, the interviewer is likely to mark you as a "loser" right away. As a final word of advice, have a "game plan" for any interview you are going to. While the interviewers are ultimately going to control the interview, direct the discussion as much as possible to what you want to say and what you want to show them.